

**YEAR 9 SUBJECT CHOICES SURVEY - DECEMBER 2019**  
**SUBJECT INFORMATION**

<p><b>ART</b> <b>(Fine Art)</b></p>	<p>The course introduces students to a variety of techniques and media such as:</p> <ul style="list-style-type: none"> <li>• Printmaking (lino printing, mono-printing and etching).</li> <li>• Sculpture</li> <li>• Drawing and painting</li> <li>• Mixed media</li> </ul> <p><b>Component 1:</b> Students will produce two coursework projects in an A3 sketchbook; the first is either ‘Identity’ or ‘Structures and Spaces’, where students explore ideas within still life, portraiture and the environment. For the second project, the students will have a choice. <b>(Portfolio is 60% of GCSE).</b></p> <p><b>Component 2:</b> At the end of the course there will be a practical externally set task lasting ten hours <b>(Externally set assignment is 40% of GCSE).</b></p>
<p><b>ART</b> <b>(Textile Design)</b></p>	<p><b>Component 1:</b> The course will explore art and textile techniques in the form of 2D, relief and 3D textile work inspired by a chosen culture. There will be the opportunity to develop 2D art skills such as drawing, painting, stencilling, printing and collage as well as being introduced to photography techniques within the darkroom and methods of image transfer. Students will also learn a range of textile techniques such as weaving, embroidery, appliqué, machine stitch and fabric manipulation. Students will explore a range of materials and techniques in a sketchbook and study the work of artists, designers and craftspeople which will lead to larger mixed media developmental pieces and a final piece <b>(Portfolio is 60% of GCSE).</b></p> <p><b>Component 2:</b> At the end of the course there will be an externally set task lasting ten hours <b>(Externally set assignment is 40% of GCSE).</b></p>
<p><b>ART</b> <b>(Photography and lens based media)</b></p>	<p><b>Component 1:</b> Students are introduced to the basics of photography, including:</p> <ul style="list-style-type: none"> <li>• the use of SLR cameras, film, lenses etc.</li> <li>• darkroom techniques: developing, printing and presentation.</li> <li>• aspects of ICT including, using the Internet, scanning, manipulating images using Photoshop and using digital cameras.</li> <li>• studying the work of famous photographers.</li> </ul> <p>Coursework consists of 2 practical projects on themes such as: ‘My World’, ‘Close Analysis’, ‘Portraiture’ etc. Work is produced in sketchbooks leading to final photographs <b>(Portfolio is 60% of GCSE).</b></p> <p><b>Component 2:</b> A ten hour practical externally set task is set at the end of the course <b>(Externally set assignment is 40% of GCSE).</b></p>

**BUSINESS**

NCFE Level 1/2 Technical Award in Business and Enterprise offers an introduction to business and enterprise in a vocational and hands-on approach which will not only enthuse and inspire learners about a career in business and enterprise but it will also offer a progression onto A Levels and Level 3 qualifications. This qualification allows students to demonstrate their progression through the course by researching, planning, developing and evaluating a business/enterprise project.

**Content Overview****Unit 01 Introduction to business and enterprise**

In this unit learners will show an understanding of what it means to be an entrepreneur and how businesses are organised. Learners will develop knowledge of marketing, operations management and the influences that affect a business.

Level Combined L1/L2

Assessment Externally assessed written examination

Unit weighting 40%

Learning outcomes

LO1: Understand entrepreneurship, business organisation and the importance of stakeholders

LO2: Understand the marketing mix, market research, market types and orientation types

LO3: Understand operations management

LO4: Understand internal influences on business

LO5: Understand external influences on business

**Unit 02 Understanding resources for business and enterprise planning**

In this unit learners will understand business planning, including research, resource planning and growth. Learners will develop knowledge of human resources and finance and how they support business and enterprise planning.

Assessment Internal synoptic project

Unit weighting 60%

Learning outcomes

LO1: Understand research, resource planning, growth and development for business and enterprise

LO2: Understand human resource requirements for a business start-up

LO3: Understand sources of enterprise funding and business finance

LO4: Understand business and enterprise planning

**Assessment Overview**

**To achieve the NCFE Level 1/2 Technical Award in Business and Enterprise, learners must successfully demonstrate their achievement of all assessment objectives of the units. Learners must achieve a minimum of a Level 1 Pass in the internal and external assessment to achieve the overall qualification.**

Students will be encouraged throughout the course to make links with local businesses and entrepreneurs to gain first-hand experience of setting up and running a successful business.

**What will the course lead to: -**

A level Business Studies, A level Economics, apprenticeship and employment in Business.

<p><b>DANCE</b></p>	<p>This course is 60% practical dance work and 40% theory work. You must have an interest in performing dance and be prepared to put in extra work outside school hours.</p> <p><b><u>Component 1: PERFORMANCE &amp; CHOREOGRAPHY 60%</u></b></p> <p><b>Performance 30%</b> Perform two solo set phrases set by the Exam Board Perform in a duet/trio</p> <p><b>Choreography 30%</b> Choreograph a group piece</p> <p><b><u>Component 2 : DANCE APPRECIATION 40%</u></b></p> <p>Written examination of 1 hour 30 minutes Questions based on own practice in performance and choreography Questions on a set list of professional dance works</p>
<p><b>DRAMA</b></p>	<p>Drama GCSE offers a preparation for key skills as a springboard to A Levels, the workplace and for life. The GCSE Drama syllabus encourages students' curiosity and questioning about the world through the number of far reaching social enquiries prompted by current affairs. Students explore a wide range of theatrical scripts and texts supporting their English Literature &amp; Language curriculum.</p> <p>If you enjoy working with others, and exploring scripts and devising then you will enjoy this course. Some ability and interest in drama is essential and you must be willing to perform. You must be hard working and be prepared to put in extra work outside school hours.</p> <p>This GCSE will develop both your performance skills and key skills such as confidence building, team work and communication both verbally and textually.</p> <p>You will complete practical workshops, practical performances in front of an audience, practical performances in front of an external examiner, written coursework and a written exam. You will see at least 2 live performances during the course and you will take part in the whole school show and the Christmas showcase.</p> <p>Components 1 and 2 comprise 60% practical exploration and coursework. Component 3 comprises 40% written exam including a live theatre review.</p> <p>With links to all other subjects and a development of important communication skills, drama is the key that unlocks a persons' potential.</p>

<p><b>GCSE Design and Technology</b></p>	<p>This is an exciting course which allows for hands on experience of working in a range of different material areas including Resistant Materials, Graphics, Product Design and Textiles. You will be required to solve a variety of different problems and gain knowledge of how the design world actually works. We will look at how things are made and why they are made whilst challenging our morale views of consumerism. Although only 10% of this subject is assessed through practical skills there is still plenty of opportunity to get your hands dirty whilst learning about various manufacturing methods. If you enjoy designing using both computers and hand drawing and you have a passion for making things - this is the course for you</p> <p>The work is divided into two equal components. A written examination paper (2hrs) worth 50% and a 'design and make' project also worth 50%.</p> <p>You will gain skills that are useful in a wide range of careers including Engineering, Architecture, Product Design, Interior Design and Graphic Design. These skills will also be valued in further study of anything design related and in your personal life to develop decision making skills.</p>
<p><b>GCSE Food Nutrition and Preparation</b></p>	<p>This fresh and exciting course equips students with an array of techniques, as well as knowledge of nutrition, food traditions and kitchen safety. This course was created by the exam board (AQA) with help from teachers and subject experts to inspire and motivate students, opening our eyes to a world of career opportunities and providing confidence to cook with ingredients from across the globe.</p> <p>The work is divided into two equal components. A written examination paper (1hr 45mins) worth 50% and a written or electronic 'investigation' report worth 15% and a written or electronic 'portfolio' with photographic evidence of practical skills worth 35%.</p> <p>As food is such a global market, you will gain skills that are useful in an open and wide range of careers including Food Science, Food Nutrition, Catering, Product Marketing, Food Sales/Buying and Food Preparation. These skills will also be valued in your personal life to understand what it takes to maintain a healthy lifestyle.</p>
<p><b>NCFE LEVEL 2 Technical Award in Graphic Design'</b></p>	<p>Graphic design is a form of visual communication. It is the process by which visual information is given form and structure to communicate a message. Being a graphic designer is the profession of visual communication that combines images, words and ideas to convey information to an audience. It involves designing print or electronic forms of visual information for advertisement, publication or a website.</p> <p>Graphic design should not be confused with Art and Design or Product Design.</p> <p>Unit 1: Introduction to Graphic Design  Unit 2: Graphic design practise  Unit 3: Responding to a graphic design brief  Unit 4: Graphic design portfolio</p> <p>Externally set exam - 10hours</p>

## HISTORY

If you have enjoyed finding out about people and events in the past at Key Stage 3 then you will enjoy our History GCSE. The course follows the AQA exam board. We cover four units of History during the two-year course, developing our knowledge, skills and understanding through two exams (paper 1 50% and paper 2 50%) which are both in the June of Year 11 and will cover the following topics:

### Paper 1, Topic 1: **The USA Study: 1920-1973**

We start our study by examining the USA as the wealthiest country in the world at the end of World War 1. We look at the 'jazz age' or the 'roaring twenties' which was a time to party and have fun by dancing and going to the cinema. However, many Americans did not share in this wealth, many lived in poverty and many faced discrimination from groups such as the Ku Klux Klan. There was also a period of time where the sale of alcohol became illegal, which brought about a rapid growth in gangs led by men such as Al Capone. The Wall Street Crash brought the party to an end. There was widespread poverty and unemployment and president Roosevelt came to power in 1932 with a promise for a 'New Deal' for the American population. We then go onto to look at the impact of the Second World War on the USA as well as the move towards civil rights with key individuals such as Martin Luther King after the war.

### Paper 1, Topic 2: **The Cold War in Asia: 1950-1975**

The World War Two alliance between the USA and the USSR did not last for long. Both countries fought proxy wars through other nations, especially in Asia and the key areas of Korea and Vietnam. We will study both of these wars, with the causes, key events and consequences involved. In Korea the stage was set for a conflict which proved difficult to resolve. In Vietnam America, faced extremely determined opposition by the Vietcong and despite having a modern army, they were unable to win the war. By 1975 the cold war was still freezing as it did not thaw until the end of the 1980s.

### Paper 2: Topic 1: **Britain and the health of the people. 1000 – present day**

This enquiry focuses students on learning about the key medical discoveries and inventions in British medicine. We will also look at various diseases and treatments as case studies, whilst also engaging in the main theories behind the causes of illness. This study will also involve a focus on the key factors which enabled or hindered change, including religion, war and technology as well as the main individuals who made breakthroughs such as Jenner, Simpson, Lister and Fleming.

### Paper 2: Topic 2: **Elizabethan England 1568-1603**

This enquiry focuses on the key changes that happened in England after the restoration of the monarchy in 1660 with Charles II. We will study the main economic, religious, political and social changes as well as key events such as the Great Fire of London and areas like piracy in the Caribbean and the scientific revolution. Additionally a restoration site chosen by the exam board will be part of the study as we explore the fashions and influences on the architecture of power in this era.

**FRENCH, SPANISH & GERMAN**

A GCSE in a language:

- provides a life skill and a social skill
- improves communication skills
- demonstrates adaptability
- shows cultural awareness
- gives the edge in the job market
- facilitates travel and work abroad
- combines well with virtually any other subject for further study
- helps with learning other languages

All students are encouraged to continue studying at least one foreign language. You can choose any combination of French, German and Spanish. You may feel it makes sense to capitalise on one or more of the foreign languages you studied at KS3 or to join the beginners' group for Spanish.

Studying a language at GCSE improves transferable skills such as communication, problem-solving and teamwork which are sought after by employers.

A language GCSE teaches functional use of the language which enables you to hold a conversation in the foreign language and understand enough to use it in the workplace. This opens a wealth of opportunities here and abroad. It will widen your knowledge of the world which is increasingly important in our global society.

“Being able to speak another language opens up a world of opportunities to play and coach in football leagues across the globe.” Martyn Heather, Head of Education at the Premier League.

Languages are considered ‘facilitating’ subjects to get into top UK universities.

## **GEOGRAPHY**

GCSE Geography aims to encourage students to develop a range of essential skills for further education and the world of work through content that is relevant to any citizen of the planet in the 21<sup>st</sup> century. Through exciting topics students will understand the nature of physical and human geography whilst unpicking the debates surrounding contemporary challenges facing the world today.

### **Content overview**

This course contains **three** components:

**Our Natural World (01)** - this component contains a rich diversity of distinctive landscapes and ecosystems which are constantly changing through physical processes and human interactions. This component gives students the opportunity to explore the natural world they live in, to understand why it looks the way it does and appreciate its value. It includes investigation of global hazards which humans face as well as an examination of how the climate is changing and what this means for the world today. Students study the distinctive landscapes that surround them and the ecosystems that help sustain the life on Earth.

**People and Society (02)** - this component investigates patterns and processes that shape the human planet. It explores the connections between people and places, questioning how these may change over time and space. The component examines the social, cultural, political and economic forces that make places unique. It identifies urban trends, how people live in cities and what the future holds. This component provides the opportunity to study the causes of development inequalities, the UK's significance in the 21<sup>st</sup> century and one of the biggest threats to human society – our attempts to feed an ever-increasing global population.

**Geographical Exploration (03)** – this component is fully synoptic in nature and will draw on both the Our Natural World (01) and People and Society (02) components. Although there is no specific content prescribed within the assessment of this component, it is anticipated that content from a range of topics within both the Our Natural World (01) and People and Society (02) components will be applied, as appropriate, in relation to a specific unseen country context.

**Geographical/Fieldwork skills** - the course will help develop the skills that are fundamental to the study, practice and discipline of geography. Students will learn a variety of skills such as cartographic, graphical, numerical and statistical, in familiar and novel contexts. These skills will be embedded within the content and assessment of components 01 and 02.

### **Assessment overview**

Our Natural World (01) – 35% of total GCSE  
People and Society (02) – 35% of total GCSE  
Geographical Exploration (03) – 30% of total GCSE

Students will be given the opportunity on at least **two** occasions to carry out fieldwork. These opportunities will include the exploration of both physical and human processes in two contrasting environments.

**MEDIA STUDIES**

We realise that many students choose GCSE Media Studies for its relevance to their lives and for the opportunities it provides for exploring contemporary issues through the use of different media in creative and practical ways. That's why the written assessment is clear, well-structured and easy for students to understand. Students will enjoy the variety of question styles, which include multiple choice, short and extended answers.

AQA have created exciting non-exam assessment briefs that provide students with clear guidance and support to create media products which they can be truly proud of.

The exam consists of two papers that are worth 35% each plus a non-exam assessment; creating a media product that is worth 30% of the overall grade.

Find out more about the details of the GCSE media course at:  
aqa.org.uk/media-studies or email [KEverson@corsham.wilts.sch.uk](mailto:KEverson@corsham.wilts.sch.uk)



<p><b>MUSIC – RSL Level 2 Certificate in Performance</b></p>	<p>The Level 2 Certificate in Performance allows students to focus on the performing aspect of music as well as the music industry. Students will complete the following units:</p> <p><b>Unit 201ta: Music Knowledge Development (30% - internally assessed)</b> The aim of this unit is to build students’ musical knowledge and give them the ability to articulate their thoughts about music using the appropriate industry and theoretical language. Students will study various styles of music and then complete a presentation about two contrasting musical styles of their choice.</p> <p><b>Unit 202ta: Live Music Performance (40% - externally assessed)</b> In this unit students will complete a live music performance in front of an audience. Students will need to decide on the pieces they are going to play and rehearse them in time for their final performance. Students will then choose one of the following optional units:</p> <p><b>Unit 204ta: Instrumental Study (30% - internally assessed)</b> This unit aims to enhance the students’ capacity to understand how to maximise their development as an instrumentalist/vocalist, to recognise their strengths and encourage areas for improvement.</p> <p><b>Unit 205ta: Composing Music (30% - internally assessed)</b> In this unit students will learn about different composing styles and be able to create their own piece of music which reflects their chosen style.</p> <p>Students will need to play an instrument or sing in order to complete the RSL Level 2 Certificate in Performance.</p>
<p><b>MUSIC – RSL Level 2 Certificate in Technology</b></p>	<p>The Level 2 Certificate in Technology allows students to focus on using music technology to create their own music as well as learning about live sound. Students will complete the following units:</p> <p><b>Level 2 Certificate in Technology:</b></p> <p><b>Unit 201ta: Music Knowledge Development (30% - internally assessed)</b> The aim of this unit is to build students’ musical knowledge and give them the ability to articulate their thoughts about music using the appropriate industry and theoretical language. Students will study various styles of music and then complete a presentation about two contrasting musical styles of their choice.</p> <p><b>Unit 203ta: Music Sequencing &amp; Production (40% - externally assessed)</b> In this unit students will be using Mac computers with Logic software. They will compose their own music and complete a 3-5 minute piece following set criteria for their final assessment. Students will then choose one of the following optional units:</p> <p><b>Unit 206ta: Sound Recording (30% - internally assessed)</b> This unit aims to introduce students to the sound recording process. Students will be shown the skills needed to record effectively and understand the principles behind the recording process. They will also learn mixing techniques and apply these to their own recorded work.</p> <p><b>Unit 207ta: Using a DAW (30% - internally assessed)</b> In this unit students will learn the functions of a DAW (digital audio workstation). They will develop their keyboard skills in order to sequence music effectively. It is not necessary for students to already play an instrument or sing in order to study the Level 2 Certificate in Technology &amp; Composition course. Students will learn basic keyboard skills at the start of the course in order to assist them with the sequencing units.</p>

<p><b>PHYSICAL EDUCATION</b></p> <p><b>OCR GCSE PE – J587</b></p>	<p><b>A clear insight into the field</b> – The combination of physical performance and academic challenge provides an exciting opportunity for students. They also learn about physical education through a range of different contexts and the impact it has on everyday lives.</p> <p><b>Keeps the subject real</b> – It encourage students to immerse themselves in the world of sports and PE with the chance to perform or coach a sport (through the non-exam assessment component), and delve into the how and why of physical activity and sport.</p> <p><b>Skills for a modern world</b> – Students have the opportunity to develop a practical set of key skills, including dealing with pressure, split second decision-making, interpreting and analysing data, and more.</p> <p><b>Content Overview</b></p> <ul style="list-style-type: none"> <li>• 30% - Applied Anatomy and Physiology &amp; Physical Training – 1 hour written paper</li> <li>• 30% - Socio-cultural influences, sports psychology and health, fitness and well-being – 1 hour written paper</li> <li>• PRACTICAL activity assessment and evaluating and analysing performance – 40%. One from the approved list of ‘individual’ activities, one from ‘team’ activities and a third sport from either.</li> </ul> <p>Commitment to participation in physical activity in and outside of school is required. An interest in the body, health and fitness and why people engage in physical activity is also beneficial.</p>
<p><b>OCR SPORT SCIENCE</b></p>	<p>The qualification enables students to develop a range of skills through involvement in sport and physical activity and increase awareness of different ways to stay involved in sport and of different careers and roles within sport.</p> <p>Assessment is through:</p> <ul style="list-style-type: none"> <li>• Reducing the risk of sports injuries – 1hr written paper</li> <li>• Applying principles of training – coursework</li> </ul> <p>Plus two other coursework units in year 11 from sports psychology, nutrition or technology to meet the needs of the students.</p> <p>This course does not assess how good students are at sports and compare them to others, it is aimed at those who enjoy PE and wish to learn about sport and physical activity and is a good vocational pathway leading on to Level 3 qualifications.</p>

**SOCIOLOGY**

Sociology is the study of human behaviour based on the social groups they belong to. It is a social science that seeks to understand how social class, gender, sexuality, religion and ethnicity shape our lives and our chances to be successful. It is a subject that requires maturity, an interest in people and a desire to see the world around us from different perspectives.

Sociology is an interesting and discursive subject that will require extended writing skills. There are two papers, both of which include shorter responses along with longer essays. Both papers are worth 50% of the final mark and are sat in the summer of year 11.

Paper 1:

The Sociology of Families and Households

The Sociology of Education

Paper 2:

The Sociology of Crime and Deviance

Social Stratification (understanding power and division in society)

Both papers also examine knowledge on social science research methods.

**GCSE  
RELIGIOUS  
STUDIES**

RS is the academic study of the way beliefs shape people and societies. It is an insight into the belief systems that lead to actions and behaviours for approximately 8 out of 10 people on the planet.

RS is a subject that will support your position as a global citizen and will give you an excellent understanding of many of the moral and ethical problems facing people around the world today.

This AQA GCSE course is split into two sections:

Paper 1 Beliefs and practices in Christianity and one other major world faith

Paper 2 Themes (morality, philosophy and ethics) for Christians and one other major world faith.

<b>SCIENCE: TRIPLE AWARD</b>	AQA GCSE Biology 8461 AQA GCSE Chemistry8462 AQA GCSE Physics8463
Aims/approaches adopted:	<ul style="list-style-type: none"> <li>• encourages students to explore explaining, theorising and modelling in science</li> <li>• also encourages students to develop a critical approach to scientific evidence</li> <li>• is suitable as a basis for further study of science</li> </ul>
Brief outline of the content of the teaching units:	<p><b>Biology</b> - Cell biology, Organisation, Infection and response, Bioenergetics, Homeostasis and response, ‘Inheritance, variation and evolution’ and also Ecology.</p> <p><b>Chemistry</b> – ‘Atomic structure and the periodic table’, ‘Bonding, structure, and the properties of matter’, Quantitative chemistry, Chemical changes, Energy changes, ‘The rate and extent of chemical change’, Organic chemistry, Chemical analysis, Chemistry of the atmosphere, Using resources.</p> <p><b>Physics</b> – Forces, Energy, Waves, Electricity, Magnetism and electromagnetism, Particle model of matter, Atomic structure, Space Physics</p> <p>The teaching and learning of ‘Working Scientifically’ is integrated into teaching and learning of science content.</p>
Brief outline of the scheme of assessment:	<ul style="list-style-type: none"> <li>• there are two exam papers for each subject each of 1 hour 45 minutes. These must both be Higher Tier or Foundation Tier. Students could take Higher papers in one science subject and Foundation in another.</li> <li>• assessment of ‘Working Scientifically’, are integrated into all units</li> <li>• 15% of the marks are for practical skills, apparatus and techniques.</li> <li>• students are awarded 3 GCSEs</li> </ul>

## COMPUTER SCIENCE

### *Is this course relevant to me?*

Yes! Computer based technologies are all around us. The modern world would not function without this technology. Of course this technology has to come from somewhere and this is where creative innovative and dynamic individuals with a background in Computer science come in. Every walk of life has been and continues to be impacted by new technologies. Whether you want to go into the IT industry, engineering, financial, science and medicine, creative arts, film or media then Computer science is relevant to you.

### *What are the main aims of the course?*

For an increasing number of people, producing and using digital applications to create digital content is the way they make a living. People serve whole industries by using their skill and expertise in this growing sector. The OCR GCSE in Computer Science has been developed to provide an excellent opportunity to investigate how computers work and how they're used, and to develop computer programming and problem-solving skills. You will learn how this dynamic and rapidly changing subject affects us now and in the future.

The course has also been designed to help candidates develop their personal skills in the areas of team working, project planning, communication and problem solving. They accredit candidates' abilities to carry out a range of tasks and have been designed to recognize achievements in a modern, practical way that is relevant to the workplace.

### *Course content and Assessment*

The course is made up of three units that are designed to give you an in-depth understanding of how computer technology works and a look at what goes on 'behind the scenes'. You don't need to have studied this subject before, and assessment is quite simply based on two written exams and practical programming tasks.

The course will help you learn about critical thinking, analysis and problem solving. We hope you'll find it a fun and interesting way to develop these skills, which can also be transferred to other subjects and even applied in day-to-day life.

- The computer systems unit will teach you the theory about a wide range of issues such as hardware and software, the representation of data in computer systems, databases, computer communications and networking and more.
- The computational thinking and programming unit will teach you the importance of algorithms and programming techniques in producing efficient and logical solutions to problems.
- The programming project will call on you to design, code and test a solution to three tasks using a suitable programming language.

### *How could it help with my future?*

If you take a GCSE in Computing and then go on to study the subject at A Level or university, you'll have an advantage over fellow students who are picking up the subject at these higher levels. The increasing importance of information technologies means there'll be a growing demand for professionals who are qualified in this field. The course is also an excellent preparation if you want to study or work in areas that rely on the skills you'll develop, especially where they're applied to technical problems. These areas include engineering, financial and resource management, science and medicine. Computational thinking will help you in all areas and improve your problem analysis and solving skills.

## **Assessment**

### **Unit 1**

Unit 1 is assessed through a written paper of 1 hour and 30 mins. It carries 80 marks and is equivalent to 50% of the overall grade.

Candidates answer all questions. Question paper that includes a mixture of short and long answer questions, some of which will require candidates to write program code.

### **Unit 2**

Unit 2 is assessed through a written paper of 1 hour and 30 min. It carries 80 marks and is equivalent to 50% of the overall grade.

Candidates answer all questions. Question paper that includes a mixture of short and long answer questions, some of which will require candidates to write program code.

### **Unit 3**

Unit 3 is a practice programming project that all. This will take approximately 20 hours. The project makes use of skills and techniques learnt in the previous units. This also provides an opportunity for students to demonstrate their coding skills.

For more information on this exciting new course check out the web site at <http://www.ocr.org.uk>

<b>BTEC DIGITAL INFORMATION TECHNOLOGY</b>	
Aims/approaches adopted:	The BTEC Award in DIT allows learners to develop skills through vocational work; they learn by doing practical tasks as well as studying the knowledge aspects of the course. The course focuses on project planning, interpreting data, and creating user interfaces.
Brief outline of the content of the teaching units:	<p><b>Component 1 – Exploring user interface design principles and project planning techniques</b> Learn a range of techniques to plan a large project such as Gantt charts and critical path analysis. Design, develop and review an interface</p> <p><b>Component 2 – Collecting, presenting and interpreting data</b> Learn how to use spreadsheets effectively to organise and manipulate data. Learn how to create a dashboard of information suitable for presenting to an audience.</p> <p><b>Component 3 – Effective digital working practices</b> Learn how modern technology allows effective communication. Learn about IT security and legal issues.</p>
Brief outline of the scheme of assessment:	<ul style="list-style-type: none"> <li>• 30% coursework on designing user interfaces and project planning</li> <li>• 30% coursework on collecting, presenting and interpreting data</li> <li>• 40% exam on effective digital working practices</li> </ul>
Progression to which level 3 courses?	Cambridge Technical Level 3 in Information Technology